



L.E.A.D. Academy Trust  
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# **Hogarth Academy Accessibility Plan**

Date: September 2024

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## 1. Aims

Schools are required under the [Equality Act 2010](#) to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Hogarth Academy we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the academy feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Equality Act 2010 replaced previous anti-discrimination laws with a single act to make the law simpler and to remove inconsistencies. This makes the law easier for people to understand and comply with. The act also strengthened protection in some situations.

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person.

The act prohibits unfair treatment in the workplace, when providing goods, facilities and services, when exercising public functions, in the disposal and management of premises, in education and by associations.

The school's vision and values support equality and inclusion.

The plan will be made available and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

*This accessibility plan is structured to complement and support the school's Equality Objectives.* We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## **2. Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils.  We use resources tailored to the needs of pupils who require support to access the curriculum.  Curriculum resources include examples of people with disabilities.  Curriculum progress is tracked for all pupils, including those with a disability.	<b><u>Short term</u></b>  To liaise with Nursery providers to review admissions before the start of academic year	To identify pupils who may need additional provision	FS leader/SENCo	Ongoing	Appropriate procedures/resources are in place
		To review policies to ensure they include inclusive and reflective practice	To monitor, evaluate and review current statutory policies	Headteacher SLT SENCo	Ongoing	Policies reviewed to ensure curriculum meets the needs of all pupils

	<p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	To establish close liaison with parents	To promote engagement, collaboration and participation with parents/carers and school	Headteacher, SLT	Ongoing	Engagement and involvement
		To ensure full access to the curriculum for all children	To review curriculum, resources, training of teachers and support staff	Headteacher, SLT	Ongoing	To respond to curriculum evaluation and needs of pupils and act accordingly. To seek advice and support from specialist teachers
		<u>Medium Term</u> To review SEN provision and attainment of pupils	Analyse Data on termly basis. Attend Home school meetings.	SENCo	Termly	Termly report indicate progress

		<p>To promote the involvement of disabled students in school life</p> <p><b><u>Long Term</u></b></p> <p>Review targets and deliver findings to governing body</p>	<p>To provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies.</p> <p>Evaluate accessibility plan. Modify/adapt accordingly</p>	<p>SENCo/Head teacher</p> <p>Headteacher/Governing Body</p>	Ongoing	Variety of planned activities that reflect the needs of pupils

Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Door entry system</li> </ul>	<p><b>Long Term</b></p> <p>To improve accessibility by removing all steps outside the building.</p>	Source funding	SENCo/HT	Ongoing	Slope access to all areas
Improve the delivery of the curriculum through the use of adaptive technologies	Ensure all pupils can access the curriculum equally using assistive and adaptive technologies eg immersive reader	<p>Short term</p> <p>To provide 1-1 laptops to year three children to support access to the curriculum</p>	Funded by LEAD academy trust	HT + computing lead	Sept 24	All year three children have a laptop for their personal use in school and at home
Improve the delivery of information to	Our school uses a range of communication methods to ensure information is accessible. This includes:					



pupils with a disability	<ul style="list-style-type: none"><li>• Internal signage</li><li>• Large print resources</li><li>• Pictorial or symbolic representations (Widgets)</li></ul>					
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#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Academy Governing Body.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy